

# *The Manitoba* **School Trustee**

L. J. Pulfer

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Volume 1.

CARMAN, MANITOBA

Number 8

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## CONTENTS

### ● CONVENTION REPORTS.

Secretary's Report

Financial Statement

Magazine Reports

### ● CONVENTION ADDRESS BY HON. IVAN SCHULTZ.

### ● CONVENTION ADDRESS BY ROBT. JARMAN.

### ● EDUCATION OF FARM YOUTH By W. D. Tolton, O.A.C. Extension Dept.

### ● EDUCATION IN QUEBEC By E. C. Woodley.

### ● COMMUNITY ORGANIZATION FOR PHYSICAL FITNESS By H. M. Devenney, M.A.

*March*  
**1946**

Published Monthly by the Manitoba School  
Trustees' Association



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**THE MANITOBA SCHOOL TRUSTEE**

Published monthly by the Manitoba School Trustees' Association. Subscription  
Price \$1.00 per year (10 issues). Publication Office at Carman, Man.

**MANITOBA SCHOOL TRUSTEES' ASSOCIATION**

<b>Hon. President</b> .....	Hon. J. C. Dryden, B.S.A.
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St. Boniface; Inspector Andrew Moore, Ph.D., Winnipeg.

## The Editor's Page

### ONLY THREE MONTHS ARE LEFT OF THE 1945-46 SCHOOL YEAR

How many School Boards have interviewed their teachers as to re-engagement.

Every trustee owes it to himself and his board to see that satisfactory arrangements are made as soon as possible with a view to having a satisfactory teacher or staff of teachers for the next school year.

If a teacher has done good work, the board owes the teacher the early possibility of accepting or refusing re-engagement, especially in these times of limited supply.

Your reputation as a forward-looking school board is at stake.

\* \* \*

NOW IS THE TIME to plan for beautifying your school grounds.

If you wish to plant trees the ground must be cultivated a year in advance.

If you wish to have your scholars of today (who will be the ratepayers of the future) look back with pride to the school they are attending today, the school and grounds should be made attractive.

This can be easily done, as many school boards have found, by enlisting the scholars' interest in a co-operative way along with the teacher, in planting and watering flowers and shrubs, and in attending to them not only in the school term but also through the vacation period.

The Association would like YOU to be proud of YOUR school and its surroundings.

### LOCAL SCHOLARSHIP FUND

What may be the foundation for a permanent scholarship fund of entirely local origin, will be inaugurated in April by the pupils of the Melita Public School and Collegiate, with the assistance of some local organizations.

The initial venture will take the form of an entertainment on the 5th of April and the talent will be forthcoming from the student body of

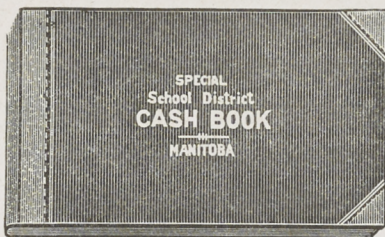


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No. 82—Duplicate Writing Pad, 8x10, makes copies of your letters, each	55c
No. 2046—Box of 500 Blue Lined Envelopes .....	1.35

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## THE EDITOR'S PAGE . . .

(Continued from Page 1)

the school. This is a venture which will be watched with interest by the general public.

The purpose of the undertaking is to raise a certain amount — sufficient to provide for tuition costs and relative expenses—to cover second year courses in University. In other words, the pupil who wins the scholarship will be able to continue his second year in University after completing the first year in the local Collegiate.

The objective which the school has set out in no way interferes with the scholarship set-up in the Department of Education.

The local effort in this direction will benefit the student whose marks in Grade XII are in the region of 75. There are many students with this standard of ability who might not otherwise have the opportunity of furthering their education, and it is considered that this class of student is definitely worthy of University training.

It is reasonable to anticipate that the fund will be enlarged to a point where more than one Grade XII scholar will benefit.

This should be an incentive to encourage the average student in greater concentration on current term studies and toward rounding out his or her general proficiency.

If there is any other school which has adopted a similar plan to that suggested above your Editor would like to hear about it and will be pleased to advertise your success.

Boys and girls brought up in Sunday school are seldom brought up in court.

## COST OF COMPULSORY TRAINING

Dr. Ralph McDonald, executive secretary of the department of higher education of the National Education Association, told the House Military Affairs committee, during a hearing on compulsory military training, that "the war department is now asking congress to give the military more money each year to train 900,000 boys than all of the educators of the United States spend in one year to train more than 25,000,000 students in all the schools of the nation.

"The amount of money required, even by the army's own estimate, would be enough to pay the instructional costs at 1939-40 rates for four full years of college or university training, not only for the able-bodied boys, but for every boy and girl in the United States from 18 through 21 years of age."—U.S. Education News.

The world has become so complicated that if a man stops his education when he leaves school, college, or even a professional school, he is doomed to educational mediocrity. Things are changing so rapidly. And if your talents lead you to a professional field, there is no end of your education. It must be kept going by continuous self-directed study.—James Bryant Conant, Harvard University.

## ECONOMY

The piano teacher was expected any minute and William was preparing to take his lesson.

"Did you wash your hands?" inquired mother.

"Yes."

"And your face "

"Yes, mother."

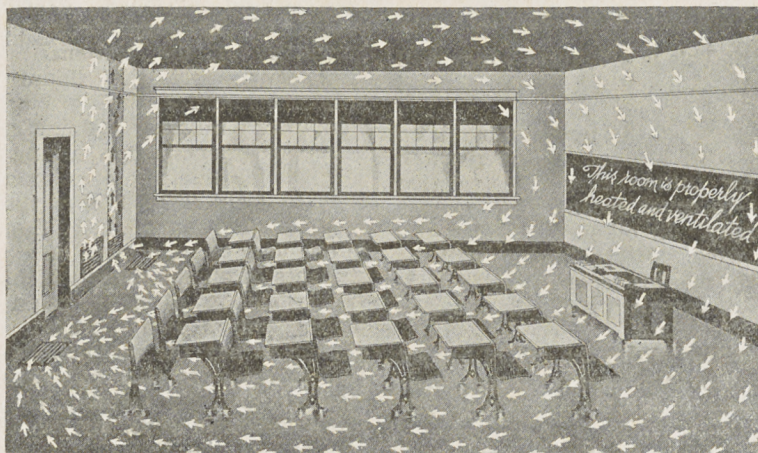
"And did you wash behind your ears?"

"On her side I did, mother."

## SCHOOL LUNCH BULLETIN

The new bulletin, "Better School Lunches," is now ready for distribution. This booklet, of which a limited number only have been printed, contains all the information necessary to get a good lunch program started in your school. Each teacher in the province has received a copy of this useful, well-illustrated booklet. Would you like a copy for your school board, too? If so, write to the Nutrition Consultant, Department of Health and Public Welfare, 320 Sherbrook Street, Winnipeg.





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# Letter to Secretaries . . . .

Secretary-Treasurers and School Trustees, Province of Manitoba.

Gentlemen :

Each year, you, the School Trustees and the Secretary-Treasurers of the school boards of the province of Manitoba, control the expenditure of large sums of money for wages of teachers, school buildings, school supplies and janitor's supplies.

The careful expenditure of these large sums of money by some 1,800 school boards is your first consideration. You want and expect to get, the most value for the money you spend. You budget carefully every cent of the taxpayers' money. All of this planning is your first consideration in order to properly educate the young boys and girls living in your school district—and so it should be.

Your second consideration is your School Trustees' Association and the co-operative effort and knowledge gained through your association with the school trustees and secretary-treasurers of the school boards of all school districts in this province.

The magazine, "The Manitoba School Trustee," is one of your main mediums of communicating with each other on the discussion of school problems. Advertisers in your magazine are taking advantage of its opportunities to tell you about their merchandise or service. The amount they pay for their advertisements is an important factor to make this magazine available to you.

You believe in reciprocity and co-operation. Your editors feel that, all other things being equal, it will be of material help in the maintaining and increasing the advertising volume for advertisements in our magazine, if you will favor our advertisers.

For this reason, any orders you can place with firms advertising in this magazine will be appreciated by the editorial staff.

Sincerely,

YOUR EDITORS.



# The Secretary-Treasurer's Report

Mr. President, Ladies and Gentlemen:

Before reading the Financial Statements, it may be of interest to you to give you some historical data in reference to those who have served you as secretary since the institution of this organization.

In April, 1907, the Manitoba School Trustees' Association was organized, with the late D. D. Fraser of Hamiota acting as secretary of the meeting.

In choosing its officers, the late George A. Lister was elected secretary, who served for one year.

The convention of 1908 elected John T. Haig (now Senator Haig) as secretary, and he served the Association in that capacity for four years.

In the convention of 1912 the late H. W. Cox-Smith was elected to the secretary's chair and who served till 1926, when failing health caused his retirement, a total of thirteen years.

At the 1926 convention your present

secretary was elected to the position, and since 1926 (the constitution having been changed) the present secretary has been appointed by the executive from year to year, thereby completing twenty years of service.

During the twenty years I have served under eight presidents and thirty-one directors.

Therefore, I am pleased to present to you my 20th consecutive report.

In former years the Association's financial year ended with the calendar. However, the Department of Education asked that our financial year be changed to accord with the Provincial fiscal year ending April 30th.

Therefore, the financial statements at this time include two periods, from May 1, 1944, to April 30, 1945, and the partial year from May 1, 1945 to December 31, 1945, and the Auditor's Statements in reference to each of these is also attached.

## STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

May 1st, 1945 to December 31st, 1945

### RECEIPTS

Bank of Montreal—General Account—May 1st, 1945		701.63
—Magazine Account—May 1st, 1945		1,500.00
Province of Manitoba Grants	\$3,000.00	
Magazine Account—Advertising	890.00	
—Subscriptions	236.00	4,126.00
		<u>\$6,327.68</u>

### General—

### DISBURSEMENTS

Executive Expenses	\$ 421.44	
Local Association and Regional Meetings	367.38	
General Printing	106.15	
Special Printing	380.54	
Secretary's Salary	400.00	
Express and Telephone	95.83	
Postage	155.00	
Audit	5.00	
Miscellaneous	3.75	\$1,935.09
<b>Magazines—</b>		
Wiggins Systems re Advertising	250.50	
Dufferin Leader re Printing	921.03	
R. Love—Preparing Mailing List	50.00	
—Travelling Expenses	60.00	
—Salary	120.00	230.00
Office Supplies and Expense	53.30	\$1,454.83
Bank of Montreal—Current Account—Dec. 31, 1945		1,766.59
Bank of Montreal—Magazine Account—Dec. 31, 1945		<u>1,171.17</u>
		<u>\$6,327.68</u>



## FINANCIAL STATEMENT (Continued)

## CERTIFICATE

Our verification of receipts proved that all income received and other cash receipts during the period had been properly accounted for, and that recorded Cash Receipts for the period agree in total with deposits thereof, as shown by the Bank Pass Book. Our verification of Cash Disbursements which included examination of paid cheques, invoices and other vouchers satisfied us that the disbursements on record are duly authorized and approved.

ROBERT A. ROBISON & CO.,

Chartered Accountants.

Winnipeg, Manitoba, January 16, 1946.

## STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

May 1st, 1944 to April 30th, 1945

## RECEIPTS

Bank of Montreal—May 1st, 1944 .....			\$2,028.09
Province of Manitoba—Grants .....	\$4,000.00		
Rebate from Pool Committee .....	150.50		4,150.50
			<hr/>
			\$6,178.59

## DISBURSEMENTS

Audit .....	5.00		
Convention Expenses .....	760.09		
Executive Expenses .....	1,249.00		
Local Association and Regionals .....	308.57		
General Printing .....	162.35		
Special Printing .....	549.63		
Secretary's Salary .....	650.00		
Express and Telephone .....	117.27		
Postage .....	165.00		
Magazine Account .....	1,500.00		
Bond—London Guarantee and Accident Company....	10.00		5,476.91
			<hr/>
Cash in Bank of Montreal—April 30th, 1945 .....	\$761.68		
Less—Outstanding Cheques:			
No. 77—C. W. McCool .....	50.00		
No. 78—School Trustee .....	10.00	60.00	701.68
			<hr/>
			\$6,178.59

## CERTIFICATE

Our verification of receipts proved that all income received and other Cash Receipts during the year had been properly accounted for, and that recorded Cash Receipts for the period agree in total with deposits thereof, as shown by the Bank Pass Book. Our verification of Cash Disbursements, which included examination of paid cheques, invoices and other vouchers, satisfied us that the Disbursements of record had been duly authorized and approved.

ROBERT A. ROBISON & CO.,

Chartered Accountants.

Winnipeg, Manitoba, May 23rd, 1945.



## Reports on "The Manitoba School Trustee"

Report By Mr. Robert Love

Mr. President, Ladies and Gentlemen:

Upon the executive having decided to publish a magazine, it was necessary to have an editor and an advertising manager.

Dr. Warriner was appointed to have charge of the advertising and he has done a grand job and will talk to you later.

When I was asked to act as editor, I approached the task in fear and trembling, for I felt lacking in experience, and thought that the magazine in its initial stages especially, should make a good impression.

At that time my mind reverted to a quotation of a great man, Hugh Price Hughes. In order to introduce his words of wisdom, I know that you will agree with me that we humans are gifted with a body and a personality, and the latter is known by different names, such as mind, intellect, spirit or soul, but by whatever name it is called, it actuates the body's movements, its words and thoughts.

Now the quotation I refer to appeared in the December issue of our magazine, and being placed in an inconspicuous place you may not have noticed it. The quotation is this: "The soul of all improvement is the improvement of the soul." I felt that this quotation has a bearing on the work of editing a magazine such as ours. If the magazine is to accomplish its full purpose it must affect to some degree the thoughts of its readers, toward the improvement of the soul.

Another great man has said: "Intelligent people maintain an open mind on controversial subjects, whereas a closed mind ceases to learn."

Therefore, our magazine should express the views of prominent and well informed people; not in the manner of propaganda, but in presenting subject matter on different aspects of a problem and leaving the judgment on the matter to the reader.

In order to obtain for you the thoughts of some of the keenest and most informed minds in Canada and the United States, we have arranged to exchange copies of our magazine with those of other organizations. As this mass of material comes to my desk each month I consider it my task to glean from it the cream of the articles that appear, and these items supplement the very important material with which we are supplied from our own School Board's page, the School Inspectors, the Health Department page, and the essays or letters written by our readers.

We cordially invite trustees to write the editor regarding their problems, and also of their activities in building or any worthwhile accomplishments. These are items which our readers are eager to see. We would also be glad to have a question and answer page.

There have been created in past years throughout Manitoba 2305 school districts, but making allowances for consolidations and schools operated by official trustees, there are approximately 6,440 trustees in Manitoba at present.

Your President has asked that all school boards supply each trustee with a copy of the magazine from school funds, but at the present time only 350 subscriptions have been received.

We feel confident that the magazine, if studied, will be of great value to you as trustees, to your school and to your community.

Report By Dr. F. E. Warriner

Mr. President, ladies and gentlemen: I do not come with any report like the rest of them. When I was Mayor of this city I came with a prepared speech. When I was chairman of the School Board I did the same thing. Now I find myself in another position, sales manager of your magazine. One reason I want to congratulate you on having a magazine is this. When you first elected me to your Executive the question came

up as to whether we would have Saskatchewan edit our magazine or start one of our own. When it was decided to start a magazine of our own I fully agreed. But this magazine is your magazine, and any success it is going to have depends on your help.

Why am I especially interested in magazines? If I may be permitted to tell you a little story it will illustrate the power of the magazine. When I



first started to college in Toronto, we had a course of seven months. Five months out of the year we had to be indentured with a dentist, that is, for the five months we had to work at anything the dentist wished us to do, for which we did not as a rule get any money. What did the dentist give us to do? Well, I had to look after a horse pretty nearly all summer; a friend of mine became a nurse-maid, and so on. One day a friend of this dentist came into the office, and I was down on my hands and knees cleaning the floor. I had to scrape it before that. He made some unnecessary remarks about me, and after he hit the floor downstairs the dentist I worked for fired me. When I went back to college I couldn't get him to sign my papers, he said I should have been a prize fighter instead of a dentist. So we thought we should do something about it, and the seniors gathered the juniors together and they asked us how we liked our summers. We told them our experiences. Why should we be so humiliated in the freshman years of our profession by having to look after horses and babies. The seniors said, "We have tried for fifteen or twenty years to have that changed, and we do not see how it can be changed. The senior members of the board won't even listen to you." We decided that if we could get our story to the public, that is, to all the dentists in the province of Ontario, or as a matter of fact, all of Canada, perhaps they would listen. We got out a magazine, and we all detailed what we had been put at during the summer-time, and sent a copy of it to every dentist in Ontario. We were threatened with a lawsuit and several other things, but believe me, that year everything was changed and never again did a fellow have to be humiliated to get through the dental college.

Now, none of us had money, and how did we get out a magazine? By selling advertising. We sold advertising throughout the city of Toronto, not because they were going to get their money back right away, or were ever going to get their money back, but a lot of fellows were darn good sports and they wanted to help us in this situation. They took enough ads to put that magazine across and help us get our results. When your Executive suggested a magazine for this province I said I will help with the advertising. We did what we did in Toronto many years ago, went to every

person that we thought would be interested in your affairs in Manitoba, that is, interested in education. Some of them put advertising in your magazine just as good fellows, others put advertising in your magazine hoping to get results. If you want those people to carry on with that advertising you must cooperate with them. We have got five or six of them putting on a little demonstration out in the hall here and before you go back home I want you to become acquainted with those fellows. Shake hands with them and tell them you have seen their advertisement in our magazine and give them any business that you can. That will help your new Executive to sell your advertising pages.

You can make this magazine one of the best ways to get across the ideas that you are trying to get across. We have all got problems, but we only meet once a year to discuss them. This magazine can be a great help in solving your problems. You may have a problem in one part of the country which somebody else has already solved in another part. Through the medium of the magazine you ask them how they did it, and they answer you and tell you how they solved it. In this way also you will acquaint the government of your needs.

I am sorry I cannot serve further on your magazine, but I want to congratulate you on having men like Mr. Love and your President stirring this up. It should grow. (Applause).

#### YOUR SECRETARY'S RECORD—

The following remarks were heard from the convention platform following the presentation of the secretary-treasurer's report:

MR. FRENCH:—I am the oldest member on the Executive, with a long memory, and I am sure you heard Mr. Love a while ago talk to you about twenty years ago. He is so modest that he did not tell you that he has been secretary of this Association for twenty years, and I wish to offer to Mr. Love the best congratulations from the Executive and the delegates for his work in that office. He has been a devoted secretary for twenty years.

MR. CUDDY:—He has been secretary twenty years, but five years before that he was auditor for this Association, which gives him twenty-five years continuous service with this Association.



## Convention Address

**By HON. IVAN SCHULTZ**

Minister, Department of Health and Public Welfare, Manitoba

Mr. Chairman, members of the Executive, guests, ladies and gentlemen: I can assure you it seems like the old times to be back speaking to the trustees of Manitoba in convention assembled. It would be like that irrespective of whatever subject I was going to speak to you on, but in view of the fact that I am speaking on a subject of health plans for the Province of Manitoba, remembering that you, Mr. President, and the members of this convention, three or four years ago yourselves, although it was not your primary responsibility, introduced a resolution and passed it unanimously suggesting and recommending improved health care for the people of Manitoba, I know you are interested in the subject, and because you are interested I can speak to you knowing that I have a sympathetic audience, and knowing that you will make an effort to work with us in what we are trying to do to improve health care in the Province of Manitoba.

Before we think of health plans for a province such as ours, I think it is a good idea to look at the problem we have to face. We are inclined to think that as far as Canada is concerned we are very much in advance of the rest of the world. As far as health care is concerned we have a great many things, not only in Canada but in this province, which should be, which can be, which must be, and which will be improved. One of the best indexes of the health care of any people is your infant death rate, and it is no matter of congratulation to the people of Canada that our infant death rate is one of the highest in the world, that is, in the civilized world, almost double that of New Zealand, and higher than by 10 percent of the United States.

In the war just closed we lost 41,000. Those were necessary casualties to protect, preserve, and keep the freedoms we believe in, and at the same time when we were losing 41,000 men in casualties from war we lost three times that in infant mortality in Canada. Much of that was preventive. We do not mind making sacrifices that cannot

be avoided, and there is no reason why a very definite percentage of those infant deaths could not have been prevented. There is no reason why a great deal of illness should not be prevented. So the first and basic principle in improved health care must be stressed on that point of prevention.

If I were to ask you people what is the most common cause of death, I wonder how many of you would know that the most common cause of death in Manitoba, and in Canada, almost double that of any type of illness, is from diseases of the heart. The second most common common cause is cancer, and between those two types of diseases we have approximately one third of all the deaths in our province. The third cause is diseases of the brain, and the fourth cause of death in Manitoba is accidents. I remember when I was checking over the statistics I looked down on the results, and I saw one was death by hanging. That was included as an accident, which included all violent causes of death. The fifth most common cause of death is pneumonia. The reason I am mentioning this cause of death is that formerly the fifth cause of death usually was tuberculosis. We have almost conquered tuberculosis, and that has been done by prevention. The keynote of any health plan should be prevention. If you are going to prevent diseases the most important way of doing it is immediate and early diagnosis.

I mentioned a moment ago, and all of you are aware, of the prevalence of cancer in Canada. One of the ways to prevent that disease would be by early diagnosis.

Using every facility you can, taking advantage of every modern diagnostic service, people will still become ill. When they become ill they must have medical care. You must have medical care readily available and close to them. What is the situation in Manitoba? For every six hundred people in the cities of Manitoba we have at least one doctor; for every three thousand people in rural parts we have one



doctor. So that the provision for medical care is five times as good in the large urban areas as it is in the rural areas. Doesn't that immediately suggest to you that we have a tremendously important responsibility to see that this condition is corrected by having medical care made available to all our people throughout the whole of our province? But medical care is not alone sufficient. We know that a very definite percentage of cases must be hospitalized, and therefore the fourth principle we think is important and I think immediately important, is the provision for the building of sufficient hospitals and supplying hospital beds to meet the needs of our population.

It may surprise you people to know, realizing as we do the shortage of hospital beds in Winnipeg and all the cities of Manitoba, bad as our situation is in Manitoba, the number of our beds in proportion to our population is the second highest in Canada at the present time. But we realize in spite of the fact that we stand second highest in Canada in the provision of beds, we have not begun nearly to meet the situation. That is particularly true in rural Manitoba.

#### **Prevention Basic Factor—**

Bearing in mind those things, the prevention of diseases, the provision for diagnostic facilities, the necessity for proper medical care, and the need for hospitals close to your people, how do we propose in Manitoba to meet them? What plans have we for the future? What plans have we to carry out now?

In regard to the first of these, prevention of disease, we regard that as the most basic principle of any health plan in any country, and until the State takes an even greater responsibility for the prevention of disease it is going to be impossible to carry out a successful disease prevention program.

Amongst the Chinese, and they are much wiser than we think, it used to be a maxim that you paid your doctor when you were well, and he paid you when you were sick. That is not a bad idea. Emphasis on health in the future is going to be something different; it is going to be rather on the positive definite fact that people should be kept well rather than they should be treated when they get sick. You will always have to

treat them, of course, but any program of health which overlooks the necessity of trying to prevent sickness is completely failing in its purpose, because when we prevent illness you prevent economic loss, suffering and pain, and you are trying to keep your people healthy, and happy.

We realize the prevention of disease is not the primary responsibility of the individual medical practitioner, it is the responsibility of the provincial and municipal governments. We will have as we have always had the aid of the medical profession in endeavoring to prevent diseases, but the main responsibility must rest upon ourselves. We propose to do that, we propose to extend the system into different parts of Manitoba, that is, setting up in an area of fifteen thousand people, which will include four or five separate municipalities, a health unit. This health unit will consist of a medical director and public health nurse for each municipality served; one sanitary inspector, who will carry out the sanitary laws throughout the whole of the area, with sufficient clerical and administrative staff. That group of people will be specially trained in preventive medicines. The doctor will have a year in public health training. The sanitary engineers will be specialists in sanitation. Their sole responsibility will be the prevention of diseases in the areas in which they serve. One of the things that will be of interest to you trustees is that we are writing into the contract with these people that at least three times during the school life of every child in that area they must be thoroughly examined by the doctor and by the nurse. Remember that those medical directors in those areas will have no other responsibility, no treatment responsibility. Their job will be simply to prevent disease. They are specialists in that, and through them we will get complete examination. When we find defects these will be left to the regular practitioners for cure and treatment.

In addition to that, post-natal clinics, and pre-natal clinics, venereal and mental diseases clinics will be held throughout this area. You people may be surprised to know that \$1 out of approximately every \$10 paid in taxes to the provincial government has to be paid out for the care of those suffering from mental disease. Ten percent of our



revenue goes for that purpose alone. It seems to me it will be the part of wisdom to endeavor to prevent that disease. The way to prevent that is to find your mental disease in the early stage. If you can get it before it becomes far advanced the matter of treatment and cure is very hopeful. Even at the present time we release three out of every four individuals who enter our mental institutes. Nevertheless, it does make a tremendous burden. Working in that field will greatly reduce our responsibilities and incidentally your taxes in that connection.

There will be a great many other duties these health units will carry out that I am not going into at the moment. The main point is those people will be available in an advisory capacity for all the people in the unit. One of the most important things they will do will be the process of health education. We realize any plan for the improvement of health must have the intelligent support and cooperation of the people. You can't get that unless they are educated to know in what way they themselves can assist you. Therefore, one of the main responsibilities of the public health nurse and medical director will be to endeavor to conduct a campaign of health education through the schools, in the homes, and through the community organizations of the whole area.

#### **Diagnostic Facilities—**

But even with your best effort in regard to the prevention of disease we still realize that diseases will develop, and in the care and treatment of disease certainly the most important single aid that we have next to your medical man himself is to provide him with proper diagnostic facilities. We have in the large cities excellent diagnostic facilities. It is quite true to say, to a large extent, most facilities are made available to two classes, the wealthy person who can afford to pay for them, and the indigent person who gets them free. But the great mass of middle-class people have to pay for this diagnostic service and they find it is a serious responsibility.

A man working on a salary of \$140 a month comes to one of the local doctors. The doctor suspects the possibility of cancer, and he suggests an x-ray. How much will it cost? He is told the amount, and he can't afford it for two or three

months. See what is happening. In that two or three months interval, assuming the diagnosis is correct, it may be the difference between life and death. We have a large body of people in urban areas to whom it would be a tremendous advance if we could bring diagnostic facilities within their reach, for instance, the use of x-rays in the early stage of illness. In the rural districts we have very little diagnostic facilities. That has always handicapped, and will always continue to handicap, the rural practitioner. He could do a better job if he were relieved of it.

We say at strategic points throughout Manitoba, at every district hospital, there should be proper diagnostic facilities, consisting of first-class x-ray machines, together with laboratory that will do all the necessary physical tests, so that when a patient goes to hospital on the written authority of a doctor he should get any of the necessary tests or examinations made, and the question of costs will not concern him, and he will already have paid for them in advance.

#### **What It Will Cost—**

In order to do this we will have to spend \$300,000 to provide the necessary x-ray equipment for the rural hospitals in Manitoba, and also in some of the urban areas. We propose to do that. We propose that the province will accept the whole responsibility for the capital costs of the diagnostic facilities.

Then in regard to the operational costs. It is going to cost something to operate those x-ray machines and do the laboratory tests. How? We propose to do it by taking on our own provincial staff not only the people who are working in the laboratory doing the diagnostic tests, but also all the people working in the health unit. These will all be taken on the civil service of the province of Manitoba. They will be paid salaries and allowed the pension rights of all other employees. What is all that going to cost? We can provide a proper program of preventive medicine in all parts of Manitoba. We want to duplicate the preventive medicine in the cities in every part of Manitoba. We also provide x-ray machines and laboratory tests. How much is it going to cost? It is going to cost on the average for the people of the province of Manitoba \$1.50 a year apiece. Of that \$1.50 the provincial government will pay two-thirds itself, leav-



ing only 50 cents per person for the municipality to provide the health unit service complete, preventive medical service, and provide for diagnostic service. I think you will agree with me that is not an unreasonable amount. Surely no person in this audience or in Manitoba would say that a municipal tax of fifty cents per person per year is too much to pay for those services. Then there is the possibility of those charges being reduced.

When we have those two principles recognized, we still have to provide for medical care. Although we have on the whole reasonable medical care provided for the people of our cities, we still are deplorably short of physicians in many parts of rural Manitoba, and we will be short of physicians even though the war is over unless we can develop preventive medicine service and diagnostic facilities. The young doctor going out, trained in the modern methods, will insist on their being brought to your community. Therefore, to protect yourselves and get the medical care you need it will be necessary for those facilities to be provided.

#### New Hospitals—

We say in regard to medical care, the basic principle we think is of importance, we think that type of care should be paid for in advance. Why should a man wait until he is flat on his back suffering, to begin worrying about the hospital costs of his illness? Why should he start to worry then about the cost of medical care? We say that is a type of service that should be paid for in advance, so when a man becomes ill, or any of his family, he knows he can get the best care readily available, and the cost is already arranged. How can that be done? It can be done in several ways. We say wherever it is done, and in order to encourage it to be done that as far as the province is concerned if any area will provide health units and pay their share and provide for the cost of medical care in advance in any way they like, then we will pay fifty cents per person towards the cost of that medical care. Remember I told you that it would cost fifty cents per person for diagnostic facilities of the health unit. So you can readily see any district that provides those two things, if they also provide cost of medical care in advance, those two things do not

cost anything whatever. But in addition to the things I have mentioned, including medical care, there is one other thing to be provided, and that is hospital accommodation. That is one of the most acute problems in Manitoba at the present time. Not that the people are not willing to build hospitals, almost any town of any size wants to have a thirty-bed hospital. We figure we need in Manitoba at the present time six additional hospitals of thirty to forty beds, and also some additions to our existing hospitals. We have received applications for the building of forty, and that will give an idea of how our people are anxious for that care. We say to a large number of people in these towns that you can not build thirty- or forty-bed hospitals because we know in order to successfully operate you have to have a certain number of people tributary to that hospital. For a thirty-bed hospital you must have ten thousand people tributary to that area to make sure of proper standards of care. So we are going to limit the number of hospitals that can be built in Manitoba. We are going to be sure that every hospital we build is going to be of the proper type, and that will give us the service equal to any other hospital in the province.

In towns in which the doctor is situated we will allow the building of a small six-bed hospital, in which the doctor can have his office, for the care of obstetrical cases, to overcome infant mortality, and for other general nursing that may be needed. That will be of tremendous advantage to your local doctor.

There is going to be no compulsion as to what hospital you go to. When we have provided the necessary district hospitals, and provided for six-bed nursing homes wherever there is a doctor, then we will have one of the best hospital setups in North America. Again, if we are going to get proper medical care and the type of doctor we want, this type of facility has to be provided for. You can't expect workmen to work unless you give them the proper tools to work with. Surely for the benefit of your own health and your children's health we should do that much; we should not do less.

The initial cost of building and equipping the hospital is a community responsibility. The community is required to raise, either through municipal levy



or by voluntary contributions, the sum required.

One other thing I want to mention before I leave this matter is the question of national health insurance. You people have been reading about it in the paper. The National Health Insurance plan is one sponsored by the Dominion Government. We are going to go ahead with the plan I have briefly outlined for Manitoba irrespective whether the Dominion Government starts national health insurance or not. We are going to see that those things I mentioned are done anyway, but if the national health insurance is introduced, and we have every reason to hope it will be, then the cost of all these services will be greatly reduced because there will be a large contribution by the Dominion Government.

Everything integrates and fits in with the proposals of the Dominion Government. If they put them in tomorrow we are the only province in Canada that has on our statute books an Act that permits us to take advantage of this national health insurance. We will get from the Dominion Government a great deal of assistance in introducing these plans I have mentioned. In addition to that there is one other tremendous advantage. First, under our plan we have not provided for free hospitalization, because we could not afford it. It was something we are looking forward to in the future. But under national health insurance hospitals on a public ward basis will be the privilege of everyone. That means to say, when you become ill and you go to hospital you would be entitled to a public ward care at the expense of the State. If you wanted a semi-private ward the cost of your public ward would be allowed on the cost of your semi-private or private ward. That is a tremendous improvement on our own plan, and it will be made possible if the national health insurance is introduced.

There are only one or two other things I want to mention, but one of the most important is that one of the things we would like to have done in Manitoba is to provide free dental care for all children under sixteen.

The reason we cannot do that is that the shortage of dentists is greater than the shortage of doctors. You could not possibly hope to provide for the dental care of your people in Canada, United

States, or Great Britain because we haven't enough dentists, but if you can provide for the proper care of the children under sixteen you are not going to worry about your dental care in the next generation. The Dental Association of Manitoba for a period of years has already taken a great interest in providing that type of care, and even if the Dominion Government does not go ahead with national health insurance we would see to the introduction of dental care if we could.

One other thing they propose to do, whether they introduce national health insurance or not, is to pay a series of grants. One with regard to tuberculosis, and all tuberculosis care will be free to the patients. A payment of grant for mental care, and all mental care will be free to the patient. They provide for free treatment of venereal disease, and they provide a considerable sum of money for crippled children. Those are all possibilities if the national health insurance comes into effect.

In conclusion, in the Legislature in which I sit, I think I can say that every member of every Party, the government to which I belong, and the members of the Opposition without exception, are in favor of the health plans I have mentioned. Each and every member of the Legislature has given to those plans their own approval, and I am convinced we are going to get that cooperation from them in the future. But, ladies and gentlemen, that is not enough. If you want to improve the health services in the province of Manitoba, we must have the cooperation and support of the people of Manitoba. We are not going to force any system of health care on the people of Manitoba, we are going to say these facilities are available, and if you want them you can have them. I hope that the people of Manitoba will want them. Thank you. (Applause).

#### DIPLOMACY

A rooster came upon a rugby ball left in the farmyard by the college student who had come home for thanksgiving. He "eyed" it closely and was puzzled no little. Finally he called the hens about him, cleared his throat and said: "Now, ladies—" (he was a diplomatic rooster) —"I don't want to cause any necessary fuss or appear ungrateful. However," he continued, pointing at the ball, "I do want you to see what is being done in other places."



## CONVENTION ADDRESS BY ROBT. JARMAN

Mr. Chairman, ladies and gentlemen:

I am very grateful to you sir, for giving me this opportunity to speak to your assembly on behalf of the Manitoba Physical Education Association.

The Manitoba Physical Education Association, in cooperation with the Manitoba Curling Association, has just completed a most successful curling bonspiel for the high school students of the Province. Without a doubt, that bonspiel has developed into the largest of its kind in the world. Over 150 rinks from all parts of Manitoba participated in that bonspiel during the Christmas vacation, and of that number over 100 rinks came from outside Greater Winnipeg. All the boys who participated in that bonspiel had a really great time during their four days stay in this city. Thought was given not only to the curling, but also to the entertainment of the students while they were in the city. Each member of every rural rink was given a ticket to the monster curling banquet—over 600 sat down at that banquet—a ticket to the hockey game, and a ticket to one of the movie houses in the city.

The most pleasing feature of that bonspiel was that not one city or suburban rink showed up in the final games of the four competitions—all the first and second prizes, and indeed most of the others were captured by rural rinks.

The Association also arranges a demonstration of physical education activities each year in this hall, during the Manitoba Educational Association Convention in Easter week, and that is attended by about 800 teachers from all parts of the province.

Now for many years the Association organized annually the Provincial High School Track and Field Meet. During the war, owing to restrictions, we were not allowed to hold this meet. This year we are happy to announce that this event will be revived, and will be held at Portage la Prairie Saturday, June 8.

We fully expect that this will prove a record year for that event. We are anxious that it shall be, and we are anxious that almost every high school in the province will be represented in that meet.

I am here this afternoon to seek your active support and cooperation in making this meet thoroughly representative

of the High Schools of the province.

You can help us a great deal by encouraging the students of your own high schools to participate in Track and Field activities in their own school. You can do much to see that each high school organizes its own track and field meet, and that all the boys and girls in your schools are given opportunities to practise these various events.

Moreover, you can do much to see that District Meets are arranged to cater for the schools in your area. Such meets will give the boys and girls of your school the opportunity to pit their prowess against that of boys and girls from other schools in the area. I would like to see a large number of these district meets throughout the province.

Then you can see to it that the winners of the various events at these district meets are sent to compete at the Provincial High School Meet to be held at Portage la Prairie Saturday, June 8.

Now do not let these students think that they will have little or no chance of success at the Portage meet. Every year the meet was held before the war we saw a rapid increase in rural successes, and in the last meet before the war a large proportion of the successful competitors came from rural points.

But the main interest in these meets should not lie in the winning of the various events. The students will learn a great deal from participation in such an event, and we will certainly see to it that everything is done to give them a good time.

The value of such meets should not be assessed merely in terms of actual physical improvements, or in improvements in technique, though it is obvious that this is bound to follow as a result of frequent practice in the various events.

No, the real value of such meets, as far as the Province is concerned, results from the social intercourse of the competitors.

I know that city boys gain a great deal from this intercourse, and I know that such meets do much to foster a really unified Manitoba.

So, ladies and gentlemen, I urge you to do all you can to see that students from your area are present at the Provincial meet on Saturday, June 8, at Portage la Prairie. (Applause).



# Education of Farm Youth

*of utmost importance if industry  
is to prosper.*

By W. D. TOLTON. Department of Extension, O.A.C., Guelph.

Note—Mr. Tolton is President of the Township Area Section of the O.E.A. and Chairman of Guelph School Area Board, and has had considerable experience with rural school conditions.

\* \* \*

We need not be reminded that agriculture is the greatest single business in which this country is engaged. It employs more people; it supplies more revenue, than any other occupation or industry, and its future prosperity and advancement furnish our greatest hope for the prosperity of Canada in the post-war years. If this hope is to materialize into a reality, we shall obviously require a combination of progressive agricultural policies, founded on sound economic principles, and an alert and enterprising farm population.

In order to develop our agricultural potentialities to the utmost, in economical production, efficient marketing, agricultural research, and in coping with the multitude of problems with which we are faced, such as soil conservation and fertility, weed and insect control transportation and storage, we require the very best brains that this country can produce, with the very best training which we can give them. Trained men and women are needed not only in planning the policies and directing the organization, but more than ever are they required on the farms.

To maintain and increase the number of intelligent young Canadians who adopt farming as their profession, two important prerequisites must be met.

In the first place, the financial returns from agriculture must compare favorably with the wages earned in industry, in business, or in the pursuance of a trade or craft. These returns must be sufficient to insure material well-being and an adequate standard of living for the rural population.

In the second place, it is essential that a keen appreciation and enjoyment of farm life be developed in the minds of farm bred boys and girls. This can only be achieved by a system of education in both the elementary and secondary schools of rural communities, har-

monizing with rural life and geared to the needs of agriculture rather than as a mere academic preparation for professional and business careers.

The present system of rural education too often succeeds in driving youth away from the farm, and in some cases this could not be done more successfully if that were its sole and deliberate aim. Is it any wonder that boys and girls who have received their primary education in a dingy, unpainted, poorly lighted, and badly heated school-house, set in a patch of rank weeds on land which was not considered fit for tillage, gladly embrace the first opportunity of migrating to more attractive surroundings?

This is neither an exaggerated description or an isolated case in rural schools. A casual glance at the schools of all but a few districts in Ontario leaves one with the conviction that here there is gross neglect. The interior of the classroom is often only slightly more cheerful. What equipment there is to be found is usually antiquated. A pitifully few books are shut up in a musty cupboard—faded maps adorn the walls, which in many cases have not been painted since the school was built.

Wherever larger units of administration have been set up great improvements have been effected in the appearance of the schools and in the entire physical operation of the school plant. These improvements have been made possible by more efficient administration and allocation of funds at the disposal of the board, by grants secured, and by determination to carry out improvements.

Larger units have done much also in raising the standard of education in the districts where they operate. Teaching personnel have been more carefully selected. Salaries have been standardized throughout the district. Increased use has been made of visual education, radio, and other modern teaching aids. School gardens, shop work and handicrafts, and domestic science have been encouraged, and equipment provided for teaching these subjects. Provision has



also been made for the serving of hot lunches, and in some areas for the transportation of the pupils to and from school.

The larger administrative unit is no longer an experimental measure. It has decisively shown its superiority over the small local unit, and therefore deserves to be more widely sponsored.

As well as improving the school plant and making it attractive, changes improving the curriculum for rural schools are also sorely needed. Every child is primarily interested in those activities which interest the parents. It therefore becomes a simple matter to correlate the school curriculum with home and community activities and to give the pupils in rural schools a sound foundation in agricultural knowledge, for they already possess all the incentive which could possibly be desired.

Practical instruction in domestic science, shop work and gardening, and increased use of visual education, particularly of sound motion pictures, and of radio, will do much to make the rural school not only more attractive and interesting to the pupils, but these can also be used to build up a stronger interest in farming and farm life, and give farm youth a firm grounding in sound agricultural practice.

No discussion on rural education

could be considered complete without including the rural teacher. It has often been said that "the teacher makes the school" and this is never truer than in the rural school where not infrequently a pupil will have the same teacher from the time he starts school until he leaves to go on to high school or to work at home.

The teacher is beyond question the most important single factor in the child's education. Many teachers have achieved outstanding success in schools where they had little to support them besides their devotion and their ingenuity.

Rural teachers have not been well treated in our schools. Their reward has been pitifully incommensurate to the demands made upon them. It is high time steps should be taken to standardize salaries at a considerably higher level than has obtained in the past and to insure protection for teachers against unscrupulous underbidding for positions and the momentary whims of a sometimes irresponsible trustee whom they might happen to antagonize. These abuses, resulting in dismissals or reduced pay, have been all too prevalent in the past in the small school section.

A programme calling for a revised school curriculum, and placing greater stress on agricultural instruction, will

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of necessity call for teachers trained to successfully interpret agricultural problems to their classes. To do this, rural teachers will require a vastly different training. They should be well informed, not only in agricultural practices, but also in the matter of rural co-operation and rural sociology. Such training will place the teacher in a position to become a leader in the community as well as in the classroom.

This naturally brings up the topic of adult education. Is adult education just a myth? Can one teach an old dog new tricks? Can the rural school become a community centre with a circulating library, discussion group meetings and social gatherings? The answer to these questions is that it has been done and is being done. Not only is it being done, but through the help of such organizations as the Farm Radio Forum and the National Farm Board great enthusiasm has been evoked and a fresh impetus has been given to many farming communities to seek to understand their local problems better and find solutions to them, and to build up a strong active community spirit which seeks to improve the community, raise the standard

of living of its people, and furnish a strong incentive for the young people who are growing up to settle on the land.

Let us not forget, however, that the final goal of all sound educational policies, whether rural or urban, is not merely to teach people how to make a living, but rather to teach people how to live. This goal can only be reached by close co-operation between the school and the home. The advantages of the larger administrative unit have been enumerated, but along with these advantages there is the danger that individuals in a community may lose interest in their school, and this is certainly to be avoided if we wish to be successful. The rural school reaches the highest crest of achievement only when complete harmony exists between parents, teachers and pupils, and all work together. When this point has been reached and the combined efforts of all these are directed towards the understanding of farm problems and the improvement of farm and community life, we need have no further worry about keeping intelligent young Canadians on the farm.

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### Parents' Report Card

A High School Dads' Club has adopted the following standard, scoring ten points to each question where the answer is an unequivocal Yes.

1. Do you provide a quiet study room for your child away from family, telephone and radio?
2. Do you schedule a regular study time and insist on its being kept?
3. Do you make a report card below 65 an occasion for a conference with the principal at once?
4. Do you require your child to stay at home and study every evening from Monday through Thursday?
5. Do you see that your child gets adequate sleep? (9 hours in grade 9, at least 8 hours in higher grades.)
6. Do you contribute to your child's school morale by avoiding criticisms of teachers and school before your child?
7. Is the help in homework you give your child such that he does not become dependent upon you?
8. Do you insist that your child refrain from cigarettes?
9. Do you refuse to permit your child to do things you do not approve, even when he tells you "everyone else does?"
10. Do you refuse to permit your child to engage in unchaperoned parties either in your home or elsewhere?



# EDUCATION IN QUEBEC

By E. C. WOODLEY

Special Officer, Department of Education, Quebec.

It is essential to a sympathetic understanding of the unique educational system of the Province of Quebec to recognize that this system has its roots in a distant past. It is the result of a long evolutionary process in which two races with different cultural, religious and linguistic backgrounds have sought to devise an educational scheme which will satisfy the demands of both.

## A Bit of History

It was inevitable that religious influences would play a large part in the shaping of the educational system of this province. During the French regime, the best educated members of the community were the priests, missionary and parish. There was no general system of education but all efforts to afford any education were initiated by the Church and all schools were under its direction. When, as a result of the British victory in the Seven Years' War, the French found themselves under alien rule they were at first much disturbed.

Their political leaders had deserted them, but their priests remained and to them the people looked for guidance in matters religious and cultural, including education over which the Roman Catholic Church has always declared its right of control for its own people. The early governors recognized this claim and when the Quebec Act was passed in 1774, it was confirmed.

The English Protestant community in Quebec grew slowly and it was not until 1815 that the British government established the Royal Institution for the Advancement of Learning which was intended to provide schools of a neutral character which might be attended by children of either faith. For the next 25 years, these schools met, in a rather imperfect way, the needs of the English Protestant community. In 1824 by the Fabrique Act, each Roman Catholic parish was authorized to set aside one-quarter of its income for the support of schools which would operate under

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clerical direction. Thus there developed in Quebec the principle of separate schools for Protestant and for Roman Catholic children. This principle was fully recognized in the Education Act of 1841, which was modified and amended in 1846 and 1849, and found more complete expression in the Education Act of 1869, which has been the foundation of all subsequent legislation. It is interesting to note that this Act followed so soon the British North America Act of 1867 which in Article 93, granted to each province the right to "exclusively make laws in relation to Education."

#### **A Council Appointed**

By the Act of 1869 a Council of Education was formed composed of Roman Catholic and Protestant members. The members of each faith formed two committees of the Council. In 1876 each committee was constituted separately and authorized to deal with all matters related exclusively to the education of the children of its own faith. These include the content of education, textbooks, and the training of teachers. This is the essential set-up in the Province of Quebec at the present time.

So complete is the autonomy of each committee and so comprehensive are its functions that meetings of the Council of Education have ceased to be necessary. The committees usually meet four or five times a year and are deliberative bodies. The actual operation of the educational system is largely committed to the Department of Education which has a dual form corresponding to the committees. The Department, however, in addition to putting into effect the decisions of the committees, also administers the Education Act and maintains contact with elected school boards and aids them in carrying out their duties.

The Superintendent of Education is the titular head of the Department, but he is assisted by an English Protestant and a French Catholic secretary, each of whom has the status of Deputy Minister. The English secretary is also Director of Protestant Education while the Superintendent of Education is Chairman of the Roman Catholic Committee. There is no Minister of Education, but the Department is associated with the Department of the Provincial Secretary and that Minister acts as liaison officer with the government in educational matters.

#### **Protecting Minority Rights**

A striking feature of the educational

system of the Province of Quebec is the manner in which the rights of minorities, Protestant or Roman Catholic, are safeguarded. A religious minority of either of the above faiths in any community may dissent from the majority and form its own school board when there are sufficient pupils to warrant the opening of a school. The majority board is known as commissioners; the minority board as trustees. Both boards receive equal recognition from the government.

The financial resources of a school board are derived from local taxation of the property owned by members of its faith, at rates determined by each board according to its needs, and from grants made by the government. Grants are generally estimated on the basis of enrolment in the schools, Protestant and Roman Catholic alike. Officially there are no separate schools in Quebec. So far as the government grants are concerned, all public schools are state schools and receive aid on a common basis.

In 1943 an Act was passed making education compulsory from the age of six to the end of the school year in which the pupil reaches the age of fourteen. Recent legislation also provides for the establishment of larger units of administration in the interests of efficiency. A number of boards may now become associated for the uniform direction of education in a county.

The schools, Protestant and Roman Catholic, are organized along similar lines so far as grading is concerned. The Protestant schools comprise Elementary, Intermediate and High schools, while the Roman Catholics have Primary Elementary, Primary Complementary and Primary Superior. The curricula in the two groups, however, differ widely. In the Protestant high schools the principle of options has been recognized and the course in each grade consists of specified compulsory subjects and choice from a long list of options allowing for individual tastes and inclinations.

The system of education in the Province of Quebec is unusual in character and may appear clumsy to an outsider. But it is the result of a long process of experiment and compromise in an environment which possesses factors which are not easily reconciled. The fact that it works as well as it does is a demonstration of the extent to which good will and a desire to care adequately for the educational needs of children may overcome apparently insuperable obstacles.



# Community Organization For PHYSICAL FITNESS

By H. M. Devenney, M.A.

Last month I tried to place before you the important part that the School Trustees play in the furtherance of the Physical Education program of the school. You are also key people in the community and as such will be concerned with the full development of your community along cultural, educational and recreational lines.

Any sound and well integrated program of physical education in the school should result in increased interest and concern for fitness in the community. If there is not already in the community an "over-all" body which could effect a "liaison" with all interested groups, then it is suggested that perhaps the school trustees either as a body or as individuals might be the "stimulating" force to action in bringing about the creation of such a community committee.

The most vital element in any program is leadership. A recognition of the needs for a Physical Fitness Program after a general presentation has been made of what a program may include should result in an organization of the community directed toward meeting these needs. This organization may be called a Community Council, a Recreation Committee, a Physical Fitness Council, but in the main, the first has been the accepted title. The main point here is as is suggested above, that the school trustees might be willing to take the initiative in laying the corner stone of community organization.

"Why have a Community Council?" you ask. Councils act as the responsible group for a broad program of physical fitness in the community. There is need for co-ordination in any worthwhile attempt at a community program of fitness. Such a council would be the body to suggest any additional opportunities.

If the above is acceptable, the next question school trustees interested in organizing a Community Council will rightly ask is, "How do you form a Community Council?"

The first and foremost thing is to plan carefully the initial public meeting and make it known, date, time and place, by

giving adequate publicity to it. Make sure the chairman knows and appreciates the purpose of the meeting. Invite a truly representative group to the meeting. There should be a public invitation to all interested and a special invitation to all existing organizations and groups, and ask them to come prepared to express opinions and those of the group they represent.

Now you have your meeting. The Division of Physical Fitness will be glad to furnish you with a speaker who can give you the inspirational "build-up" and background. After the speaker is through his talk, and discussion has been held, there are certain common procedures that should be followed. The meeting should consider the point that certain council seats should be reserved for groups which the community feels must have representation. The school board, the town or municipal council, and at least one youth group representative. Secondly, a nominating group of three should be elected from the floor to bring in a suggested slate of officers for the Council. The first group to serve should do so for a period of six months, and should be eligible for re-election.

Inevitably the newly formed Council will be faced with the question of program. Programs should be for the whole community and not merely a section of it. They should be held at times when they are best adapted to community needs. Facilities and equipment should be easily accessible. They should be within the range of the community's ability to pay for them. Programs should be built around these areas:

- (a) Physical education activities.
- (b) Medical and physical examinations.
- (c) Health education—which means all information leading to public health and its understanding, nutrition, hygiene, and other aspects.
- (d) Recreational activities of a passive nature.
- (e) Rest and relaxation.

The challenge is before all school trustees. Will you accept it? Let us help to make Manitoba more physically, mentally, spiritually and morally fit.



### Radiant Heat and the School

By Earl C. Lyons, B.A.Sc.

Whenever post war development in school heating is mentioned, "Radiant Heating" or, as it is better known in England, "Panel Heating" invariably becomes the topic of discussion.

We are all familiar with the conventional type of hot water or steam radiator and are also aware of the fact that all other things being equal, the size of such radiators, that is the amount of heating surface, varies with the volume of space to be heated, providing the temperature of the heating surfaces be kept constant. It naturally follows that if the size of the radiator or heating surface necessary to properly heat a given space be increased say 50%, the temperature of the heating surface can be markedly reduced and still provide the required amount of heat.

If this idea is extended so that the heating surface is expanded to an area equal to that of the floor, walls or ceiling of a room, it is readily seen that any or all of these surfaces can be used as a source of room heating providing they themselves are heated to the proper temperature by some medium such as hot water circulating in pipes embedded

in these surfaces. The heated surface is then referred to as a "panel" from whence the term panel heating. It can also be shown that this method of heating provides comfort without draughty conditions and usually at lower air temperatures than that employed in conventional heating systems.

This principle will definitely be a boon to the Post War School. Unsightly radiators and dirt catching convectors will be a thing of the past. No longer need the designer be skeptical of placing class-room floors directly on the ground surface. Heated floor panels eliminate any possibility of cold, draughty floors. Panel heating opens up new vistas for the fresh air class-room — wide open windows in cold weather with no fear of chill or discomfort to the occupants. More cleanliness, too, with this mode of heating, since reduced convection currents will mean fewer deposits of air-borne dust.

Yes, panel heating is more than a post war development—it is a present-day reality. A few hundred installations in homes, schools, churches, factories, stores and office buildings throughout United States and in various climates are testimony to this latest form of true comfort and heating.

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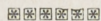
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## Winnowed Wit and Wisdom



A government department included in its highly scientific intelligence tests for candidates a couple of trick questions to which they fondly believed there were no answers, and to which they expected none. Imagine their embarrassment one day when a bright young college student proceeded to answer them.

"How long," ran the first question, "is a piece of string?"

To which the applicant replied: "A piece of string is twice as long as the distance between its centre and either end."

"How far," asked the second question, "can a dog run into the woods?"

"A dog can run only half way into the woods," said the bright boy from college. "After that he's running out of the woods!"

When the next questionnaire was handed out, the two trick questions were strangely missing.

The geography teacher had taken many long field trips and explorations and liked to tell the class of her experience at length. One day she remarked, "Coming out the jungle, we were confronted by a yawning chasm."

Whispered one student to another, "I wonder if it was yawning before it saw her."

You may call a woman a kitten, but you must not call her a cat.

You may call her a mouse, but you must not call her a rat.

You may call her a chicken, but you must not call her a hen.

You may call her a duck, but you must not call her a goose.

You may call her a vision, but you must not call her a sight.

—Good Housekeeping.

A highlander on being shown over a man-o'-war was keenly interested in all he saw and was particularly impressed by the marines. Going up to one of them he pointed to the badge on the marine's cap and asked him what it was. The marine, anxious to score off the visitor, looked at him in surprise.

"Don't you know what it is?" he asked. "Why that's a turnip of course."

"Mon," replied the Scot, impatiently, "I was no' asking about your haid."

### The Still, Small Voice

Some years ago in our rural section of southern California, a Mexican mother died leaving a family of eight children. The oldest girl, not yet 17, was a tiny thing. Upon her frail shoulders fell the burden of caring for the family. Taking up the task with courage, she kept the children clean, well fed, and in school.

One day when I complimented her on her achievement, she replied, "I can't take any credit for something I have to do."

"But my dear, you don't have to. You could get out of it."

She paused for a moment, then replied: "Yes, that's true. But what about the 'have to' that's inside of me."—Verna Rallings, in Reader's Digest.

### Keep the Balloon Deflated

Don't blow it.

Oh, workman or scholar,

Hang on to your dollar

And do not spend it soon,

For every cent

Unwisely spent

Inflates the price balloon.

—A United States War Message.

### More Than the Rudiments

Just giving youth the common elements of education is not enough. There ought to be something broader and more far-reaching into their consciousness so that they would have a grasp on government and on the things that are vital in our national life.—Gen. Dwight D. Eisenhower.

National unity is not a condition in which everybody thinks the same thing at the same time. It is a condition in which men and women know the value and contribution of disagreement, but are mature enough to know the point beyond which disagreement cannot be carried in safety.—Raymond Swing.

Education in the school must be such as to prepare the students to be effective participants in a dynamic democracy. Secondly, education must be regarded as the institutionalized efforts of society to mould the future so that the future avoids the mistakes of the past. Thirdly, the specific job of education is that of properly modifying human behaviour.—Hon. Woodrow S. Lloyd, Minister of Education, Saskatchewan.



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